**Learning Perspectives, Inc. School Mental Health Measures Report**

**January 2011- February 2012**

**Learning Perspectives, Inc. and New Hanover County schools maintain a contract for nine schools including six elementary schools at Carolina Beach, Anderson, Codington, Ogden, Rachel Freeman, Forest Hills and three middle schools at Myrtle Grove, Murray and Roland Grise. The School Mental Health Committee chaired by William Trant agreed that tracking outcome measures consistent with the measures used by the New Hanover County Health Department would be beneficial. Donna Lynn Pleasants from New Hanover County Health Department provided the assessment tools and format of presenting these outcomes.**

**Learning Perspectives, Inc. began formally tracking in January 2011. Outcome measures assessed social skills such as empathy, responsibility and self-control. The outcome measures also assessed for problem behaviors such as conduct, emotional regulation and hyperactivity. An increase in social skills demonstrates a positive result of the intervention of school based therapy including individual and family therapy. A decrease in problem behaviors demonstrates a positive result of the intervention as well. The clients presented with a variety of diagnoses including Attention Deficit Hyperactivity Disorder, Anxiety Disorder, Dysthymia, Oppositional Defiant Disorder, Conduct Disorder, Post Traumatic Stress Disorder, Asperger's Syndrome and Depression. Clients were also seen for Adjustment Disorders due to significant life changes such as divorce of parents, death of love ones or being put in foster homes.**

**The Pre-tests were administered at admission by the teacher, parent and student. The Post-tests were either done at discharge or reviewed between three to eight months after admission.**

**The pre-test/post-test statements were all measured on a Likert scale with 0 being never, 1 being sometimes, and 2 being very often. A change in measurement greater than or equal to .05 is a significant indication of improvement.**

**Elementary School Results**

**Six elementary schools are represented with a total of 32 students. The graph below displays the overall mean scores for the student, parent and teacher Pre-Test and Review/Post-Test demonstrating positive social skills of the client. As indicated by the graph, rating of the clients' positive social skills improved over the review period.**

**The graph below displays the overall mean scores for the parent and teacher Pre-Test and Review/Post-Test demonstrating problem behaviors of the client. As indicated by the graph, the ratings of the clients' problem behaviors improved (decreased) over the review period.**

**Student Results**

**Students completed a 12-item Social Skills Rating Scale which included four statements regarding empathy, four statements regarding responsibility, and four statements regarding self-control. As seen in the graph below, the students' social skills improved over the review period. This is indicated by the increase in mean score of each sub-category: empathy, responsibility and self-control.**

**\*Significant at 0.05**

**Parent Results**

**Parent completed a 12-item Problem Behaviors Rating Scale which included four statements regarding hyperactivity. As seen in the graph below, students' problem behaviors improved over the review period. This is indicated by the decrease in the mean score of each sub-category: conduct, self-control and hyperactivity.**

\***Significant at 0.05**

**Teacher Results**

**Teachers completed a 12-item Problem Behaviors Rating Scale which included four statements regarding conduct, four statements regarding self-control, and four statements regarding hyperactivity. As seen in the graph below, students' problem behaviors improved over the review period. this is indicated by the decrease in the mean score of each sub-category: conduct, self-control, and hyperactivity.**

\***Significant at 0.05**

**Middle School Results**

**Three Middle schools are represented with a total of 30 students. The graph below displays the overall mean scores for the student, parent and teacher Pre-Test and Review/Post Test demonstrating positive social skills of the client. As indicated by the graph, the ratings of the clients' positive social skills improved over the review period.**

**The graph below displays the overall mean scores for the parent and teacher Pre-Test and Review/Post-Test demonstrating problem behaviors of the client. As indicated by the graph, ratings of the clients' problem behaviors improved (decreased) over the review period.**

**Student Results**

**Students completed a 15-item Social Skills Rating Scale which included five statements regarding empathy, five statements regarding responsibility, and five statements regarding self-control. As seen in the graph below, the students' social skills improved over the review period. This is indicated by the increase in the mean score of each sub-category: empathy, responsibility, and self-control.**

\***Significant at 0.05**

**Parent Results**

**Parents completed an 8-item Problem Behaviors Rating Scale which included three statements regarding conduct, three statements regarding emotional regulation, and two statements regarding self-control. as seen in the graph below, students' problem behaviors improved over the review period. this is indicated by the decrease in the mean score of each sub-category: conduct, emotion regulation and self-control.**

**\*Significant at 0.05**

**Teacher Results**

**Teachers completed an 8-item Problem Behaviors Rating Scale which included three statements regarding conduct, three statements regarding emotional regulation, and two statements regarding self-control. As seen in the graph below, students' problem behaviors improved over the review period. This is indicated in the decrease in the mean score of each sub-category: conduct, emotion regulation, and self-control.**

**\*Significant at 0.05**

**Summary**

**Learning Perspectives, Inc. School Therapy Program provides individual and family therapy to students in (6) elementary schools and (3) middle schools in New Hanover County. This report of outcome measures is meant to be as consistent as possible with New Hanover County School Mental Health Department. The study of outcome measures was to assess the effectiveness of the program in two different areas including the increasing in better social skills and decreasing problem behaviors. The student, parent and teacher were each given a rating scale to complete at the admission of the client to the program and upon discharge or at three-eight month review period. There were 32 elementary school students and 30 middle school students who participated in the outcome measures. Pre-Test/Post-Test statements were all measured on a Likert scale, with 0 being never, 1 being sometimes, and 2 being very often. A change in mean score of at least .005 was statistically significant.**

**Although, the Likert scale for the Learning Perspectives, Inc. program rated 0 at never and New Hanover County Schools rated 0 as rarely, the graphs are remarkably similar in demonstrating significant changes. Hence, the outcome measures indicate that School Therapy Services in general improve students ability to improve self-control, emotional regulation and conduct. Parent and teachers' assessments showed significant improvement of a decrease in problem behaviors. Students' assessments showed significant improvement with social skills. The teacher and parent assessments also showed the same improvement for students' social skills of empathy, responsibility and self control.**